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ABSTRACT

This project was conducted to determine factors that contribute to the academic success or lack thereof of educationally disadvantaged vocational students and to develop a plan that will enhance success of persistent nonachieving students in the future. Educationally disadvantaged students at Mountain View Community College (Texas) were divided into two groups--the Persistent High Achievers (PHAs) and the Persistent Non-Achievers (PNAs). Approximately 150 students were classified as PNAs and 190 as PHAs. A significant statistical difference was found in the areas of ethnicity and age between the two groups, but not so in gender. Interviews with 59 PNAs showed the following: (1) more males than females; (2) most are single; (3) more Blacks than Whites or Hispanics; (4) most are aged 19-22 years; (5) most attend day classes; (6) most are employed, with 36 percent working 40 hours a week; (7) 90 percent do not participate in social or academic organizations on campus; and (8) most are either the oldest or youngest child in the family. Reasons given by the PNAs for their low grade-point average included poor time management, lack of good study habits, lack of motivation, deficiency in academic preparation, personal/family problems, and lack of understanding of the college withdrawal procedure. The study concluded that these students need to be offered extended orientation and study skills courses as well as individual supportive follow-up to assist in their college success. (KC)

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ED298327

AN INTERVENTION SYSTEM FOR PERSISTENT NON-ACHIEVERS

(Grant # 88104024)

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EXECUTIVE SUMMARY

The development of a computer-based tracking system for disadvantaged vocational students last year brought with it an awareness that there are some students, with initial test scores indicating a need for both reading/writing and math remediation, who do not make significant progress towards their vocational goals. Some fail, others repeatedly withdraw from all or many of their courses, yet they persist in returning to the college semester after semester. The troubling awareness of the existence of such students led to the development of this proposal. This is a discretionary grant funded under the Carl D. Perkins Vocational Educational Act. The purpose of this special program was to design a response to the needs of the present population of PNA's and of students at risk of becoming non-achievers in the future.

In mid-November 1987, this project came into full action. Educationally disadvantaged students were defined into two groups, the Persistent High Achievers (PHA), and the Persistent Non-Achievers (PNA's). The PHA's are those who, despite initial skills deficits, do make significant progress. The PNA's are those who persist in school but do not make significant progress toward educational goals.

The criteria established for the PNA's are students who

1. have attempted 12 or more credit hours
2. have completed less than 75% of attempted work
3. have a GPA less than 2.0
4. have a low test scores demonstrating a need for developmental work or no test scores at all.

The criteria for PHA's are those students who

1. have attempted 12 or more credit hours
2. have a GPA greater than 3.0
3. have low test scores demonstrating a need for developmental work.

There were 151 students that met the criteria for PNA's and 193 students that met the criteria for PHA's. A significant statistical difference was found in the areas of ethnicity and age between these two groups but not so in gender. A comparison between developmental students and non-developmental students, show a significant difference in all three groups age, race, and sex.

An intervention interview was conducted utilizing questionaires for recording the responses. As many students as possible were contacted through letters, follow-up phone calls and faculty contact. Of the original 151 PNA's, fifty-nine (59) PNA's were interviewed. Seventy-two students did not return Spring semester.

The response to the intervention interview with the Persistent Non Achievers has been positive. Most students were very open to discuss the problems that relate to their GPA and many welcomed the supportive help. An overview of the demographic data on the fifty-nine students interviewed is as follows:

1. More males than females (64% vs.36%)
2. Most are single
3. A larger percentage are Black (46%), than are White (29%), or Hispanic (24%)
4. The most predomiant age is 19-22 years (49%)
5. Most are attending day time classes (69%)
6. Three times as many (71%) of PNA's interviewed are employed as not. Of those employed, 36% work 40 hours a week.
7. A very large percentage (90%) do not participate in social or academic organizations on campus
8. Most were either the oldest or youngest child in the family (37% and 22%).

Some of the predominate reasons that were given by the students to the question, "What do you think is the reason for your low grade point average" include:

1. Poor time management (difficulty juggling work hours and school hours and still finding time for study)
2. Lack of good study habits
3. Lack of motivation
4. Deficiency in academic preparation
5. Personal/family problems
6. Lack of understanding of the college withdrawal procedure

Many students enrolled in more courses then they were capable of completing successfully.

In a small comparison study of PNA's that participated in the intervention interview, there seemed to be a significant difference in the achievement level of the students interviewed as compared to those not interviewed. Both groups were returning PNA's enrolled at Mountain View College Spring semester.

The following results are from the 49 PNA's seen, compared to 24 PNA's not seen :

1. Increased GPA (57% interviewed vs. 29% not interviewed)
2. Failed all courses (10% vs. 25%)
3. Withdrew from college (4% vs. 38%)
4. Dropped one or more courses (45% vs. 63%)

Little difference was found between the two groups in the following catagories:

1. Decreased GPA (38% vs. 33%)
2. Academic suspension (31% vs. 29%)
3. Failure in one or more courses (41% vs. 38%)
4. Raised GPA to 2.0 or above (10% vs.12%)

An interesting observation was that a large percentage of the PNA students that were unavailable for the intervention interview, despite repeated contact attempts, were also late registrants (42% not interviewed versus 6% of those interviewed).

There is sufficient evidence to conclude these students need to be offered extended orientations, study skills courses as well as individual supportive follow-up assistance to assist in their college success.

Purpose:

To determine factors which contribute to the academic success or lack thereof of educationally disadvantaged vocational students and to develop a plan which will enhance success of the persistent non-achieving students in the future.

Personnel:

Donna Richards - Project Director

Dean of Student Support Services, responsible for over-all project.

Kathy Bratton - Guidance Associate

Responsible for coordinating the project as well as conducting initial intervention interviews with the target population and scheduling follow-up sessions for academic advisement and referral purposes.

Rondal Mathis - Senior Administrative Clerk

Responsible for data entry, typing correspondence, complete mailings to students, and scheduling interviews with targeted student populations.

Betty Tippit - Instructional Associate

Responsible for developing computer programming necessary to compete outlined objectives and generate required computer reports.

Elaine Prince-Lockley - Statistician (Math Faculty)

responsible for completing required statistical analysis of student populations and findings resulting from intervention interviews and follow-up conferences.

PROJECT OBJECTIVES

1. **Define and identify two groups of educationally disadvantaged vocational students: Persistent Non-Achievers (PNA's), those who persist in school but do not make significant progress towards educational or vocational goals, and Persistent High-Achievers (PHA's), those who persist and do make significant progress.**

To identify these two groups of students, an advisory committee was appointed consisting of counselors, developmental study instructors, and other staff interested in this project (Appendix A). The committee used previously collected data to determine the criteria for including students in this project (Appendix B).

The resulting definitions of PNA's and PHA's are as follows:

PNA's (Persistent Non-Achievers) are those students who

1. have attempted 12 or more credit hours
2. have completed less than 75% of the credit hours attempted
3. have a GPA less than 2.0
4. have low test scores showing a need for developmental work or no test scores at all.

PHA's (Persistent High-Achievers) are those students who:

1. have attempted 12 or more credit hours
2. have GPA greater than 3.0
3. have low test scores showing a need for developmental work.

There were 151 students that met the criteria for PNA's and 193 students that met the criteria for PHA's.

2. **Identify and analyze demographic characteristics such as age,sex,ethnicity, and major, for significance of difference between the two groups and the college populations.**

Statistics were gathered for four groups:

A. DEV (Developmental) - These are students with initial reading test scores indicating a need for developmental course work in reading and/or writing.

B. NONDEV (Non-developmental) - These are all other students enrolled in college.

C. PNA (Persistent non-achiever) - These are students who have low test scores showing a need for developmental work or no test scores at all, have a GPA less than 2.0, have attempted 12 or more credit hours and have completed less than 75 percent of those credit hours attempted.

D. PHA (Persistent high-achiever) - These are students who have low test scores showing a need for developmental work, have a GPA greater than 3.0, and have attempted 12 or more credit hours.

The following statistics were gathered for each group by ethnicity:

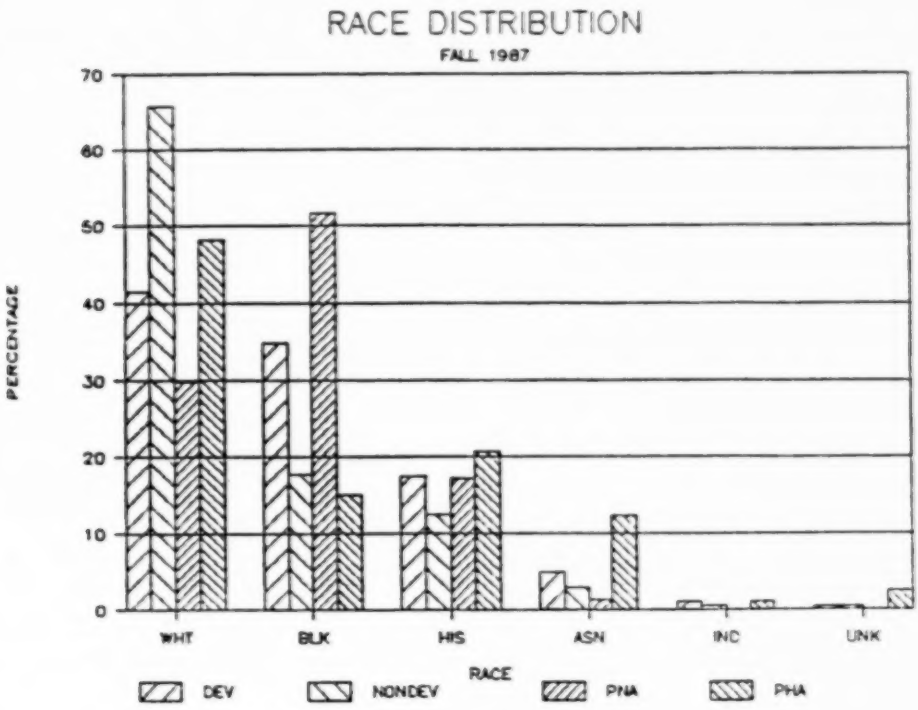
	DEV	NONDEV	PNA	PHA
WHITE	439	2806	45	93
BLACK	368	758	78	93
HISPANIC	185	536	26	40
ASIAN	52	126	2	24
AMERICAN INDIAN	11	23	0	2
UNKNOWN	4	18	0	5
TOTALS	1059	4267	151	193

(UNKNOWN is defined as non-resident).

By using a computer program which applies the Chi Square technique, the developmental population was compared to the non-developmental. With regard to ethnicity, they were found to be significantly different (at the .000001 level). The developmental population had fewer Anglos and more Blacks, Hispanics and Asians.

When comparing the PNA's with the PHA's the same level of significance was found. The contrasts in ethnicity show a particularly strong difference for Asians: there are only two Asians in the PNA population, but 24 in the PHA group.

The graph below show these comparisons.

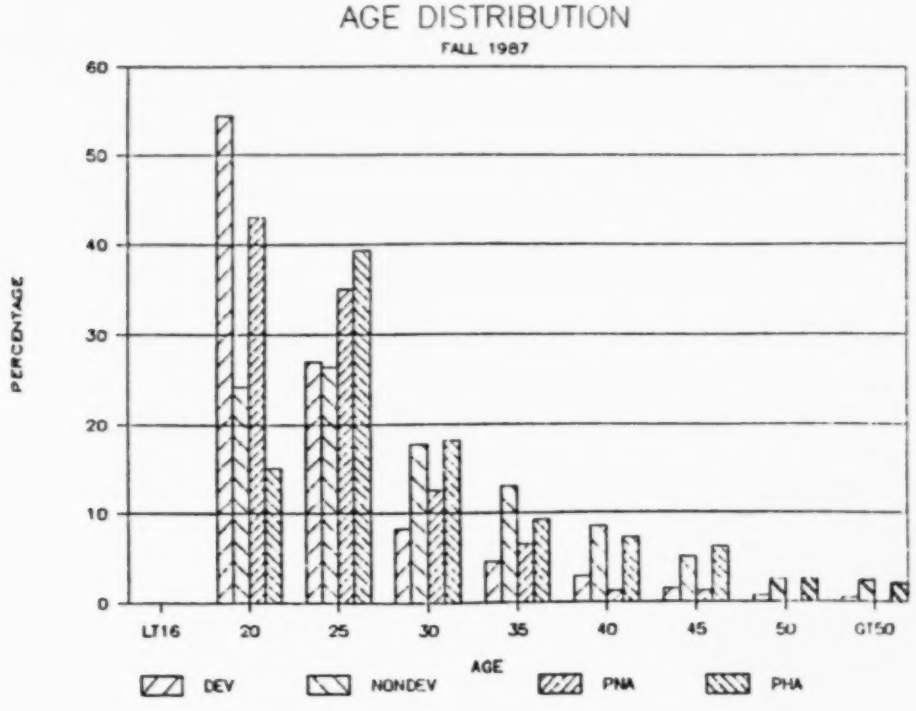


The following statistics were gathered for each group by age:

AGE	DEV	NONDEV	PNA	PHA
< 16	0	0	0	0
16-20	576	1037	65	29
21-25	286	1127	53	76
26-30	88	756	19	35
31-35	49	556	10	18
36-40	31	362	2	14
41-45	16	216	2	12
46-50	8	108	0	5
> 50	5	105	0	4
TOTALS	1059	4267	151	193

Using the same computer program, it was determined that the developmental population and the non-developmental students were significantly different at the .000001 level. Again, the PHA's and PNA's had the same level of significant difference. The non-developmental and the PHA's have considerably greater numbers of older students.

The graph below show these comparisons.

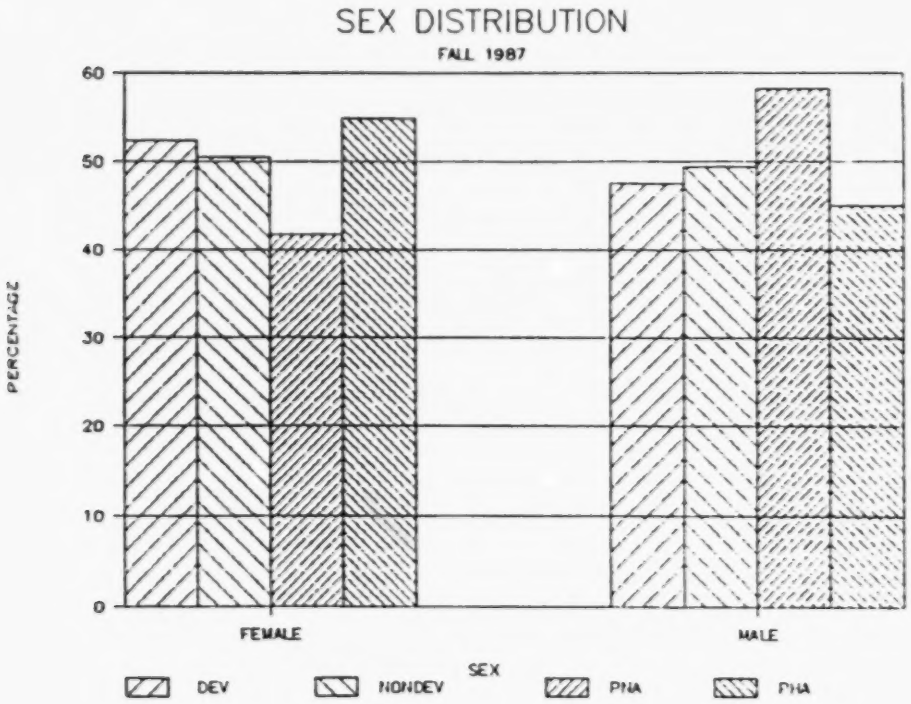


The following statistics were gathered for each group by sex:

	DEV	NONDEV	PNA	PHA
FEMALE	554	2154	63	106
MALE	505	2113	88	87
TOTALS	1059	4267	151	193

In comparing the developmental and non-developmental populations in gender, no signficant differences were found. However, the PNA group and the PHA group were found to be significantly different at the .02 level. There are more males among the non-achieving population.

The graph below show these comparisons.



3. **Plan an intervention interview to be conducted with those students identified as Persistent Non-Achievers.**

An initial letter was mailed to the original 151 identified PNA's (Appendix C). These students were advised of their probation status and strongly encouraged to seek help from the Mountain View Counseling Center by scheduling an appointment with the project coordinator. Using faculty and student critiques, an intervention interview was developed utilizing two questionnaires. The first questionnaire was designed to collect demographic data about the participants and was given to the student to complete in the reception room at the time of the appointment. This questionnaire was then reviewed with each of the students at the beginning of the interview (Appendix D).

The second questionnaire, an interview form consisting of open ended questions, was used by the project coordinator in the actual interview. Each person was asked to identify reasons for his/her low GPA, reasons for coming to college, likes and dislikes about school, problems that could interfer with academic progress, questions about self-concept, study habits, reasons for past withdrawal, and "F" grades (Appendix E).

Other forms devised for recording outcomes of the interview included a recommendation form (duplicate) and progress notes. The recommendation form was used to document suggestions made to the student such as remedial courses, math and English assessments, career counseling, and study skills needed. Progress notes were used for recording time, dates, and notation each time the student was seen after the initial interview (Appendices F and G).

4. Conduct intervention interviews with PNA's.

Beginning December 7, 1987, the personal interview process to determine factors contributing to low achievement was initiated. These interviews were conducted in the privacy of an office and usually required 45 minutes of the person's time. In addition 15 minutes was allowed to complete documentation and advisor's comments. The students' responses to each question were recorded on the questionnaire. Each student was asked the same question in the same order. Patterns of behavior were identified, assistance with academic course planning as well as support and encouragement was given. Referrals for tutoring, diagnostic studies, and other support services were made as necessary. A copy of a recommendation form was given to the student at the end of the interview. The original copy was retained with the students record file.

Twenty-three (15%) immediate responses to the initial letter were received. Following numerous follow-up phone contacts, a total of thirty (30) students were seen and advised before the Spring semester began.

Beginning Spring '88 semester, a computer check identified PNA students who (1) returned to good standing with a GPA of 2.0 or higher 2) did <u>not</u> return to MVC Spring semester (3) returned to MVC Spring semester still on probation or suspension.

Sixteen (16) students (11%) returned to academic good standing (eight had been interviewed). A letter of congratulations was sent to each (Appendix H).

Seventy-Two PNA students (47%) did not return Spring semester. A survey letter was mailed to this group offering help and asking questions regarding the students' reasons for low achievement and reasons for not returning to MVC (Appendix I).

Of the 72, a total of (10) ten students (14%) responded. Seven students returned the survey questionnaire and three students were walk-ins. It was interesting to note that three of the returned surveys were from students with whom the project coordinator had previous contact.

A second letter was mailed to the students who returned to MVC the Spring semester and had not previously been interviewed (Appendix J). The interviewing process continued from the sixth through the thirteenth week of the Spring semester. Students were asked to contact the project coordinator throughout the semester to moniter progress.

As many students as possible were contacted for the intervention interview through follow-up letters, phone calls, and faculty contact. Twenty-four (24) PNA's enrolled at MVC the Spring semester were not interviewed despite repeated attempts to contact them (see page 17). Some students had disconnected phone numbers, others could not be reached. Efforts were made to reach each student by 1) mailing two letters 2) making a minimum of three phone calls and 3) attempting to contact the student before class periods. Some students were absent in the class or had never attended. Other students did not keep their appointments.

A total of 59 persistent non-achievers were interviewed. This is 39% of the 151 PNA population.

Follow-up conferences were scheduled as needed. To determine the progress of the student in a particular course, a memorandum listing the student's name was sent to developmental instructors who wished to participate (Appendix K). The instructor noted the students progress such as absence and test grades and sent the memorandum back to the project coordinator. The project coordinator then attempted to contact the student by phone to offer assistance.

Other follow-up calls were made two weeks before the withdrawal deadline to discuss the student's progress and to encourage the student to meet with his/her instructor. Recommendations were made and noted in the student's record.

5. Summarize and analyze the results of the interviews and any follow-up conferences.

The response to the interviews has been positive. Most students were very open to discussing the problems that related to their low achievement and many welcomed the supportive help. It was observed that many of the low achievors needed continous follow-up. Although some students would voluntarily call or drop by the counseling office as suggested in the interview, most did not, necessitating staff contacting them.

It was observed that some PNA's, in their own minds, thought they were doing well, when in reality, were making minimal progress or even failing. Many of these students have 1) low self esteem 2) no clear career goals and 3) lack of discipline.

Others, after a semester or so, were able to find what it took for them to be successful. These variables include: 1) supportive help 2) better study habits 3) self-discipline and 4) establishing a career goal.

Most of the students demonstrated one of two general personality types. The two types were the following:

1. Those that are outgoing and assertive but have difficulty adjusting to college or whose family obligations took priority.
2. Those that are extremely shy, passive, and did not interact in the classroom. These students stated they avoided interacting

in class for fear of being wrong and embarrassing themselves. It was observed that this group appeared very hesitant and shy about approaching their instructor. These students needed much encouragement and support.

The raw data from completed interviews and survey forms was tabulated, categorized and submitted to the statistician for statistical analysis. The findings are demonstrated in Appendices D (1) and E (1).

6. **Develop plans for future intervention with both the identified PNA population and future PNA populations.**

Findings of this project were shared with other counselors, faculty and interested professionals at other community colleges. Plans for an institutional response to the needs of future PNA's, and follow-up on the target group include:

1. A student success course is being developed to provide an opportunity for students to learn and adopt methods to be successful at MVC. This course will be a requirement in the course of study for some students.
2. Initial placement recommendations and tracking of students are being recorded to insure that the recommendations are followed.
3. Follow-up of the target group will occur by having mandatory individual advising by the project coordinator to assist with course planning before the student can register for each semester.
4. Mandatory placement in appropriate remedial or human development courses or other suitable activity will be initiated for suspension/reentry students.
5. Weekly scheduled group support sessions and/or individual. advisement sessions with the project coordinator.

7. Monitor and analyze performance of target group of PNA's assess the effect of interviews and subsequent follow-ups.

The following steps were taken to monitor whether a student was following referral recommendations:

1. A student who was referred for career assistance was escorted by the project coordinator to a career counselor after the intervention interview. Referrals for diagnostic testing were followed by a counselor.
2. Other referrals such as involvement in student organizations or the use of the Learning Skills Center was more difficult to monitor since the students were not seen on a regular basis. Efforts were made to contact students by phone to follow their progress.
3. Tracking of the PNA's to see if initial placement in appropriate remedial courses was followed (Appendix L).
4. An evaluation questionnaire was mailed at the end of the Spring semester to the 59 participants asking the student to check the resources used during the semester as well as their plans for the coming school year (Appendix M). Fifteen (15) forms were returned.

Pre- and post- intervention results are demonstrated by a comparison of the PNA's who were interviewed with those who were not interviewed. The two groups were as follows:

1. Forty-nine (49) PNA's who were enrolled and were interviewed.
2. Twenty-four (24) PNA's who were enrolled Spring semester but were not available for interview.

Out of the 59 students who were interviewed, 49 students returned Spring semester. The following results are based on a comparison of the students grade reports beginning the Spring semester (end of Fall semester 1987) and the end of the Spring semester 1988:

TABLE 1

	Interviewed (N=49)	Not interviewed (N=24)
1. Increased GPA	57.1%	29.2%
2. Decreased GPA	38.7%	33.3%
3. Withdrawal from all courses	4.0%	37.5%
	100.0%	100.0%
OTHER OBSERVATIONS		
1. Raised GPA 2.0 or above	10.2%	12.5%
2. Withdrawal from one or more courses	44.8%	62.5%
3. Academic suspension	30.6%	29.1%
4. "F" grade in all courses	10.2%	9.0%
5. "F" grade in one or more course	40.8%	37.5%
6. Late registrants (registered one week after classes began)	6.1%	45.8%

*Students may fall in more than one category so percentages will not add up to 100%

There was a significant difference in the achievement level of the students who were interviewed compared with those who were not available for the interview as shown in Table 1.

1. A greater percentage of students that were interviewed raised their GPA (57.1%) as compared with those not seen (29.2%).
2. Approximately ten percent (10.2%) of the intervention group failed in all courses (with no withdrawals) compared with twenty-five (25%) of the group not interviewed.
3. A greater percentage (37.5%) of the PNA's not interviewed dropped all courses for the semester whereas 4.0% of the interviewed dropped. (The higher percentage could be partly due to the fact that many of these students registered late therefore, fell a week or more behind in their studies.)
4. Sixty-two percent (62.5%) of those not interviewed dropped at least one course compared with 44.8% of those interviewed.

An interesting observation is that of the students that were not interviewed (after repeated contact attempts) 41.6% were late registrants compared with 6.1% interviewed. This may show lack of planning and commitment.

Little difference was found between the two groups in the following catagories:

1. Decreased GPA --38.7% in the intervention group compared with 33.3% of those not interviewed.
2. Academic suspension --30. 6% of those interviewed compared with 29.1% of those not interviewed.
3. Failure in one or more courses --40.8% interviewed compared with 37.5% of those not interviewed.
4. Increased GPA to 2.0 --10.2% of those interviewed compared with 12.5% of those not interviewed.

INTERVENTION SYSTEM FOR PERSISTENT NON-ACHIEVERS
PRE- AND POST-INTERVENTION RESULTS

PARTICIPANTS (INTERVIEWED)

	INCREASED GPA	DECREASED GPA	WITHDREW ALL COURSES	TOTAL
NUMBER	28	19	2	49
PERCENT	57.14%	38.78%	4.08%	100.00%

PARTICIPANTS (NOT INTERVIEWED)

	INCREASED GPA	DECREASED GPA	WITHDREW ALL COURSES	TOTAL
NUMBER	7	8	9	24
PERCENT	29.17%	33.33%	37.50%	100.00%

TABLE 2

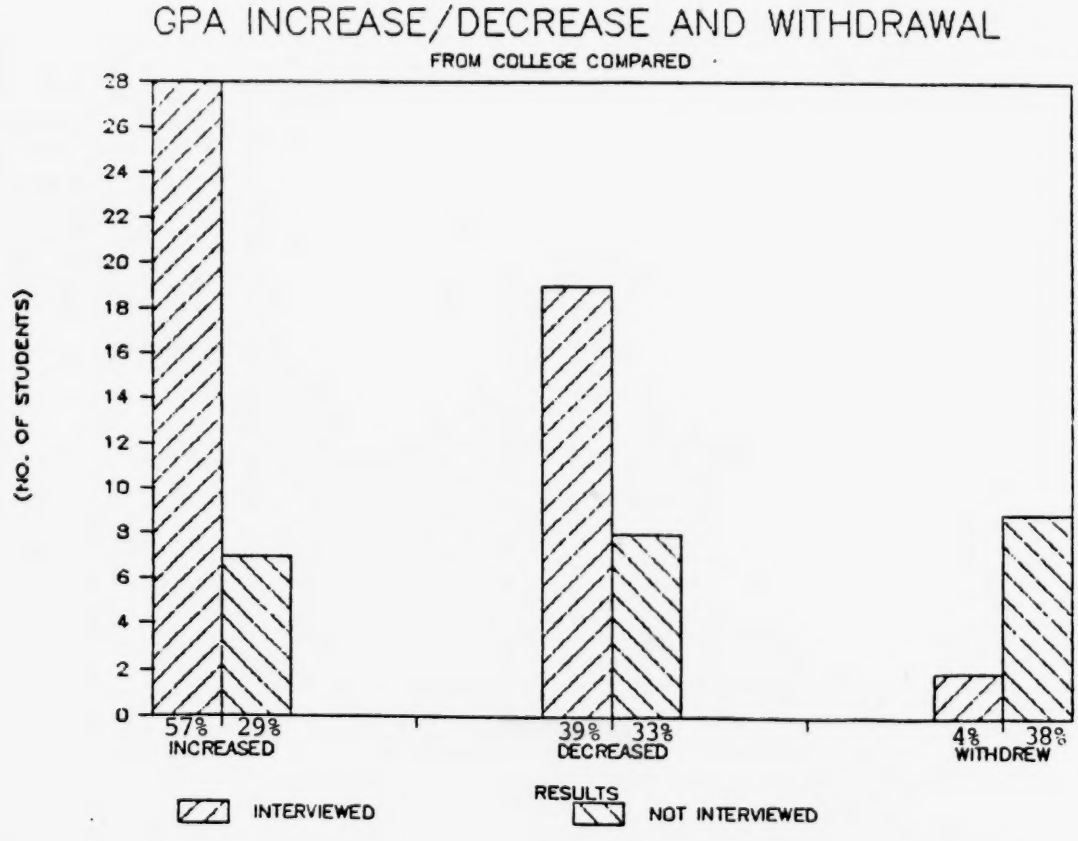


Table 2 contrasts GPA increase, decrease, and withdrawals from all courses. Tables 3, 4, 5 demonstrate late registrants, withdrawals from one or more courses, and a "F" grade in all courses.

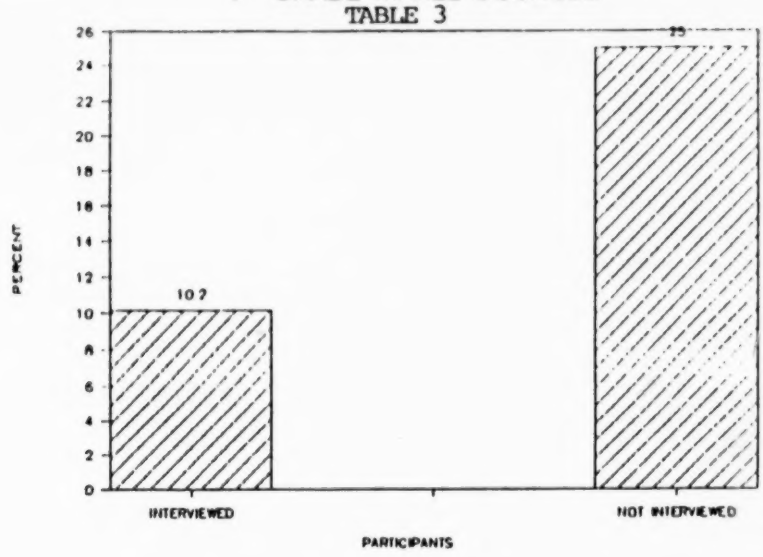
It can be interpreted that direct contact with the student does make a significant difference in a students academic progress.

8. Share findings with interested counselors and faculty at Mountain View and among other colleges in Texas.

A meeting with all campus faculty was held January 15, 1988 to report the progress of this project. A meeting is scheduled for the month of September, 1988 to share the final findings. A final report will be submitted to the Coordinating Board for statewide dissemination.

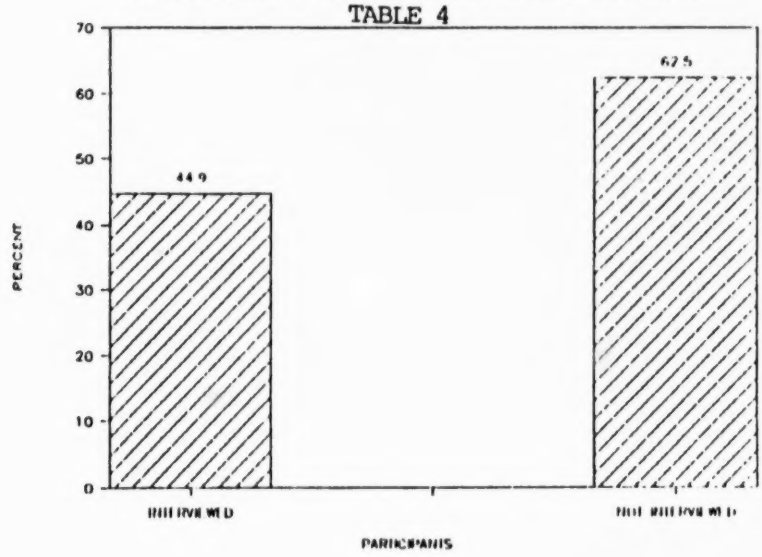
"I" GRADE IN ALL COURSES

TABLE 3



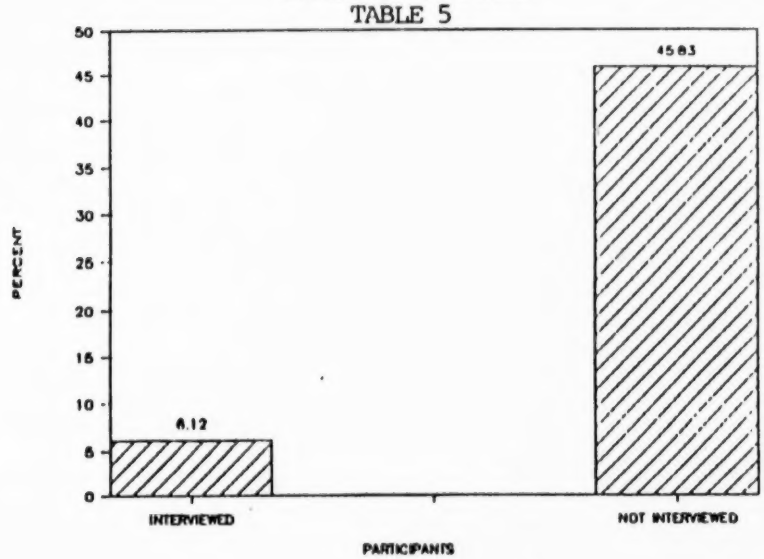
WITHDRAWAL FROM ONE OR MORE COURSE

TABLE 4



LATE REGISTRANTS

TABLE 5



APPENDIX

A Advisory Committee Memo

B Population Statistics

C Initial Letter

D Demographic Questionnaire

(1) Tabulation Results

E Interview Form

(1) Statistical Analysis/Student Responses to Interview

F Recommendation Form

G Progress Notes

H Letter of Congratulations

I Survey Questionnaire (for those not returning)

(1) Letter

(2) Questionnaire

(3) Tabulation Results

J Second Letter To PNA's Enrolled

K Memorandum to Instructors

L Follow-up for Course Placement

M Evaluation Questionnaire

(1) Letter

(2) Questionnaire

(3) Tabulation Results

APPENDIX A
Advisory Committee Memo

Mountain View College
Memorandum

November 9, 1987

TO: Counselors
Developmental Student Instructors
Elaine Lockley -Math Instructor
Betty Tippit -Instructional Associate
Ann Faulkner -Learning Skills Center Coordinator
Ramona Hamilton -Business Instructor
Linda Stegall -Vice President of Instruction
Mary Stupp -Philosophy Instructor
Stan Fulton -Electronics Instructor
Mary Griffith -Coordinating Board Representative

FROM: Donna Richards -Dean of Student Support Services

SUBJECT: Persistent Non-achievers grant

MVC has been awarded a grant to work with students who enter with "low" test scores and then have a pattern of failing or dropping courses. The purpose of this project will be to attempt to change the course of students in this category to one of success. We have identified you because of your special interest in students with difficulty.

Our first task is to set precise criteria for identifying students who should be included in the project. We hope you can help us on this. We will meet Thursday, November 12, at 1:30 p.m. room E113.

Hope you can join us and help with this important project.

APPENDIX B
Population Statistics

TO: PNA Advisory Committee

FROM: Betty Tippit and Ann Faulkner

DATE: November 12, 1987

RE: Statistics about our population

1,612 students in the Developmental Cohort
(These students have test scores below the college-level placement point and are registered for courses this semester.)

251 have GPA's below 2.0 (16%)

97 have GPA's below 2.0 and have completed with an A, B, C, or D, less than 75% of their attempted courses. (6%)

176 have a GPA below 2.0, have attempted more than 12 hours, and of those

70 (40%) have not withdrawn from first five prev courses
65 (37%) have withdrawn from 1 of first five prev courses
26 (15%) have withdrawn from 2 of first five prev courses
10 (6%) have withdrawn from 3 of first five prev courses
4 (2%) have withdrawn from 4 of first five prev courses
1 (1%) have withdrawn from 5 of first five prev courses

APPENDIX C

Initial Letter to Students in the PNA Group

Mountain View College

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

December 3. 1987

@Name @Name1
@Street
@City, @State @Zip

Dear @Name:

Mountain View College wants to assist you in getting the most benefit from your college experience. It has been brought to my attention that after attempting 12 hours or more of instruction at Mountain View College, you have a grade point average of less than 2.0, which as you know, places you on scholastic probation.

We request that you seek advisement in order to improve your academic standing. As one of your advisors, I can assist you with academic course planning, goal setting, and personal or school problems that may interfere with your college performance.

Please call 333-8609 or come by W160A in the Counseling Center for an appointment <u>today</u>. Deadline is December 16, 1987. I look forward to meeting you.

Sincerely,

Kathy Bratton
Counseling Associate

KB/rokm

*Note: For your educational future, it is <u>very important</u> that you come in for this assessment

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

APPENDIX D
Demographic Questionnaire

Date_____

Name_____

Address_____

City _____

Zip Code_____

Phone (Home)_____
(Work)_____

Social Security#_____

Graduated from high school?_____

Where?_____ Year___

Declared major/vocational objective_____

How referred?

1. Responding to letter
2. Referred by instructor
3. Self-referred
4. Counselor contacted after letter

Ethnicity: White__ Black_
Hispanic_____ Asian____
American Indian___ Other_
Date of Birth_____

Age___ Sex: Male or Fema

Marital Status:_____
If married, number of children_____

Estimated family income:

less than 8,000___
8,000-12,000___
12,000-20,000___
20,000-25000___
more than 25,000___
unknown___

When do you usually attend school? Day classes___ Evening classes___
What is the highest educational grade level completed by each parent?
Mother___ ELEM____ HS_____ COLL_____ : Father__ ELEM____ HS_____ COLL_____
Are you living with your family? Yes___ No___
If yes: Mother____ Father____ Both____ Relative____
If no: Live alone____ Other than family____ Spouse____
Number in household where you are presently living_____
Number of children in family____
What order of rank in your family system do you fall?
From oldest to youngest oldest___ fourth born___
second born___ fifth born___
third born___ youngest___

Are you receiving any financial assistance? Yes___ No___
If yes, which ones_____
Are you employed?____ Where_____
How many hours do you work per week?_____

Do you belong to any social or academic organizations on campus?_____
Which ones_____
Do you participate in any sport or leisure activities on campus?_____
Which ones_____
Did you attend any programs with guest speakers on campus?_____
Which ones_____
Do you feel comfortable discussing a school problem with your instructors?__
How many? All___ Some___ None___

APPENDIX D (1)

DEMOGRAPHIC QUESTIONNAIRE TABULATIONS
OF INTERVIEWED PNA's N=59

HOW RESPONDED

1. Letter: 22 (37.3%)
2. Self-referred: 1 (1.7%)
3. Counselor contact: 36 (61.0%)

ETHNICITY

1. White: 17 (28.8%)
2. Black: 27 (45.8%)
3. Hispanic: 14 (23.7%)
4. Asian: 0
5. American Indian: 0
6. Other: 1 (1.7%)

AGE

17-18: 1 (1.7%)
19-20: 29 (49.2%)
21-25: 16 (27.1%)
26-29: 8 (13.6%)
30-34: 4 (6.8%)
35-42: 1 (1.7%)

SEX

Male: 28 (64.4%)
Female: 21 (35.6%)

MARITAL STATUS

Single: 51 (86.4%)
Married: 7 (11.9%)
Divorced: 1 (1.7%)

NUMBER OF CHILDREN

Married/Number of children: 6
Single/Number of childre: 3

SECONDARY EDUCATION

High School Graduate: 56 (94.9%)
G.E.D.: 2 (3.4%)
Not Graduated: 1 (1.7%)

CLASS TIME

Day: 41 (69.5%)
Evening: 16 (27.1%)
Both: 2 (3.4%)

COLLEGE MAJORS

Art: 3 (5.1%)
Aviation: 1 (1.7%)
Accounting: 2 (3.4%)
Broadcasting: 2 (3.4%)
Business: 10 (16.9%)
Computer Science: 3 (5.1%)
Child Psychology: 1 (1.7%)
Criminal Justice: 1 (1.7%)
Drafting: 3 (5.1%)
Electronics: 2 (3.4%)
Journalism: 1 (1.7%)

COLLEGE MAJORS

Legal Secretary: 1 (1.7%)
Management: 4 (6.8%)
Music: 1 (1.7%)
Marketing: 3 (5.1%)
Nursing: 1 (1.7%)
Physical Therapy: 2 (3.4%)
Psychology: 2 (3.4%)
Pre-Law: 1 (1.7%)
Respiratory Therapy: 1 (1.7%)
Undecided: 14 (23.7%)

PARENTS GRADE LEVEL

Mother

Elem: 8 (13.6%)
H.S. Grad: 26 (44.1%)
Some H.S.: 3 (5.1%)
H.S. GED: 1 (1.7%)
College Grad: 11 (18.6%)
Some College: 7 (11.9%)
Unknown: 3 (5.1%)

PARENTS GRADE LEVEL

Father

Elem: 6 (10.2%)
H.S. Grad: 19 (32.2%)
Some H.S.: 4 (6.8%)
H.S. GED: 2 (3.4%)
College Grad: 13 (22.0%)
Some College: 11 (18.6%)
Unknown: 4 (6.8%)

APPENDIX D (1) (Cont.)

DEMOGRAPHIC QUESTIONNAIRE TABULATIONS
OF INTERVIEWED PNA's N=59

ESTIMATED FAMILY INCOME

less than 8,000: 2 (3.4%)
8,000-12,000: 5 (8.5%)
12,000-20,000: 11 (18.6%)
20,000-25,000: 7 (11.9%)
more than 25,000: 7 11.9%)
unknown: 8 (13.6%)
not disclosed: 9 (15.3%)

FINANCIAL ASSISTANCE

Yes: 4 (6.8%)
No: 55 (93.2%)

NUMBER PRESENTLY LIVING IN HOUSEHOLD

One: 3
Two: 8
Three: 13
Four: 14
Five: 8
Six: 6
Seven: 0
Eight: 1

BIRTH ORDER

Only Child: 4 (6.8%)
First Born: 22 (37.3%)
Second Born: 10 (16.9%)
Third Born: 5 (8.5%)
Fourth Born: 3 (5.1%)
Fifth Born: 1 (1.7%)
Sixth Born: 0
Seventh Born: 1 (1.7%)
Eight Born: 1 (1.7%)
Youngest Born: 13 (22.0%)

RESIDENTIAL STATUS

1. Mother: 8 (13.6%)
2. Father: 3 (5.1%)
3. Both: 27 (45.8%)
4. Relative: 6 (10.2%)
5. Live Alone: 3 (5.1%)
6. Other than family: 4 (6.8%)
7. Spouse: 7 (11.9%)
8. Not recorded: 1 (1.7%)

CHILDREN IN IMMEDIATE FAMILY

Only Child: 4 (6.8%)
Two: 12 (20.3%)
Three: 13 (22.0%)
Four: 13 (22.0%)
Five: 9 (15.3%)
Six: 2 (3.4%)
Seven: 3 (5.1%)
Eight: 0
Nine: 1 (1.7%)
Ten: 0
Unavailable: 12 (20.3%)

HOURS WORKED PER WEEK

01 not employed: 17 (28.8%)
02 1-5 hrs.-0
03 6-10 hrs.- 0
04 11-15 hrs.- 6 (10.2%)
05 16.20 hrs.- 2 (3.4%)
06 21-25 hrs.- 1 (1.7%)
07 26-30 hrs.- 4 (6.8%)
08 31-35 hrs.- 1 (1.7%)
09 36-40 hrs.- 21 (35.6%)
10 41-45 hrs.- 4 (6.8%)
11 46-50 hrs.- 1 (1.7%)
12 51-55 hrs.- 1 (1.7%)
13 56-60 hrs.- 0
14 61-65 hrs.- 1 (1.7%)

APPENDIX D (1) (Cont.)

DEMOGRAPHIC QUESTIONNAIRE TABULATIONS
OF INTERVIEWED PNA's N=59

CREDIT HOURS ATTEMPTED

01 1-3: 6
02 4-6: 15
03 7-9: 15
04 10-12: 10
05 13-15: 13
06 16-18: 0
07 19-21: 0
08 22-24: 0

CREDIT HOURS COMPLETED

01 No Courses Completed
02 1-3: 13
03 4-6: 15
04 7-9: 10
05 10-12: 4
06 13-15: 1
07 16-18: 0
08 19-21: 0
09 22-24: 0

SOCIAL/ACADEMIC ORGANIZATIONS

Yes: 6 (10.2%)
No: 53 (89.8%)

SPORTS/LEISURE ACTIVITIES

Yes: 9 (15.3%)
No: 50 (84.7%)

PROGRAMS WITH GUEST SPEAKERS

Yes: 12 (20.3%)
No: 47 (79.7%)

DISCUSS SCHOOL PROBLEMS WITH INSTRUCTORS

Yes: 41 (64.5%)
No: 16 (27.1%)
Sometimes: 2 (3.4%)

HOW MANY?
All: 24 (40.7%)
Some: 19 (32.2%)
None: 16 (27.1%)

APPENDIX E

INITIAL INTERVIEW SHEET

Name_____ SSN ____ - __ - _____

Date_____

1. What do you think is the problem for your low GPA?

_____

_____

_____

2. Tell me your reasons for coming to college?

_____

_____

3. a) What do you like about school?

_____

_____

b) What do you dislike about school?

_____

_____

4. Are you having problems with any of the following? If yes, describe the problem.

Financial problems_____

Transportation problems_____

Health problems: Self_____ Family member_____

Work or job changes_____

Family problems_____

Other_____

APPENDIX E (Cont.)

INITIAL INTERVIEW SHEET

5. How would you describe yourself? (Strengths/Weaknesses)

_____

_____

6. How would your instructors describe you?

_____

_____

7. Tell me who else is interested in your making passing grades in school and/or in your completing a degree._____

8. Tell me about your study habits.

_____

_____

Describe your study environment._____
Where specifically do you study?_____
When do you study?_____
Who do you study with most of the time?
alone____ one other person____ a group____
Do you study best alone___ with one other person___ or a group___ ?
How do you study?_____
How many hours per day do you study? _____ Per week?_____

9. a) Tell me your reasons for your withdrawals and F's from each course taken here at MVC. (Refer to students previous course report)

_____

_____

_____

_____

_____

b) Has the withdrawal date been a problem for you?_____ If yes, why ___

_____

10. How do you rate your skills? From a scale of 1 to 6: 1=highest 6=lowest

Reading skills: 1 2 3 4 5 6

Writing skills: 1 2 3 4 5 6

Math skills: 1 2 3 4 5 6

APPENDIX E (Cont.)
INITIAL INTERVIEW SHEET

11. Do you use services provided by the Learning Skills Center at MVC?_____

12. What GPA do you expect to make next semester?_____

13. How do you think MVC could better assist you in making passing grades?

_____

_____

14. Counseling advisors comments:_____

_____

_____

_____

_____

_____

_____

APPENDIX E (1)

THE MOUNTAIN VIEW COLLEGE: PERSISTENT NON-ACHIEVER

STUDENT RESPONSES TO A PERSONAL INTERVIEW

Question 1: What do you think is the problem for your low GPA?

TABLE 1.

Students' reasons given for their low grade point average (in percentages)
N=59

Poor study skills	53
Deficiency in academic preparation	31
Lack of motivation	39
Personal problems (interpersonal or health)	27
Long work hours	25
Received F grade (did not withdraw)*	17

* Students did not understand withdrawal policy

The major reasons given by the students for their low Grade Point Average (GPA) are "Poor Study Skills" (53%), "Lack of Motivation" (39%), and "Deficient Academic Preparation" (31%). A large percentage of these students (17%) could have benefited by taking advantage of the written withdrawal policy- W without penalty, or by dropping a class prior to the 12th class day with no record on their transcript.

APPENDIX E (1) (Cont.)

Student Responses to Interview

Question 2: Tell me your reasons for coming to college.

TABLE 2

Students' reasons for coming to college

(in percentages)

N=54

To get a degree, or pursue a career	37
Self-improvement	20
To get a better job	15
Parental pressure	14
Personal problems	5

The major reason given by the students for coming to college is "To get a degree, or to pursue a career" (37%). Other major reasons given for coming to college are for "Self-improvement" (20%), "To get a better job" (15%), and "Parental pressure" (14%).

Question 3: What do you like about school? What do you dislike about school?

TABLE 3 (A)

Students' responses to what they like about college
(in percentages)
N=54

Enjoy learning and the challenge	51
Teachers, campus environment, friendliness	44
To meet people from diverse backgrounds, and to make friends	25
Don't like school at all, attending because of parental pressure	10

The majority of the students say that they like Mountain View College because they "Enjoy learning and the challenge", (51%). Another major reason given by students is

that they like " the teachers, the environment, and the friendliness of the campus" ,(44%). They also say that they came to college "To meet people from diverse backgrounds, and to make friends", (25%).Some students (10 %) "Don't like school at all" and came to college becausp of "Parental pressure".

TABLE 3 (B)

Students' responses to what they dislike about college (in percentages)
N=55

Dislike nothing about school	41
Studying and attending classes	25
Test taking and test procedures	10
Personal problems, feeling of not belonging, failure, lack of goal	7

The majority of the students interviewed have no dislikes for their college (41%). Some students (25%) dislike "Studying and attending classes". Another 10 percent dislike taking tests which is an integral part of college life. Some students (7%) dislike the college because they have a feeling of "Not belonging", a sense of "Failure" or they have "Personal problems", or lack a "Goal" in life.

Question 4. Are you having any problems with any of the following? If yes, describe the problem. Financial problems?, transportation problems? health problems: self or family member, work or job changes?, family problems? other?

TABLE 4

Students' responses to their problems (in percentages)
N=58

Financial	22
Health (self)	21
Health (family)	9
Work related	60
Personal and family	34

APPENDIX E (1) (Cont.)

Student Responses to Interview

The majority of these students are having problems that are "Work or job related", (60%). Thirty percent of the students are having problems that are health related- of these 21 percent are "Self" related, and nine percent involve a member of their "Family". Other "Personal and family Problems" are of major concern to 34 percent of the students.

Question 5. How would you describe yourself? (strengths/weaknesses)

TABLE 5

Students' descriptions of themselves (in percentages) N=59

Positive Characteristics	
Outgoing, friendly, easy to get along with, caring, good sense of humor, good listener	**56**
Hard working, assertive, determined, persistent, cope well, dedicated, intelligent, confident, leader, different	**42**
Negative Characteristics	
Passive, shy, quiet, insecure, relate better one-on-one	**42**
Lack self discipline, poor self image, lazy, procrastinator,	**34**
arrogant loud, complex, insecure can't take criticism	**7**

Most students describe themselves positively, 56 percent mention traits that would attract others, such as: "Easy to get along with, friendly, have a good sense of humor" etc. Other positive descriptions used by 42 percent of the students are usually related to achievers that have success at school and work. They mentioned traits such as: "Hard working, assertive, determined, persistent, intelligent, confident, leader", etc.

Student Responses to Interview

Many of the students describe themselves negatively. Forty-two percent mention traits that are often associated with "followers" rather than "leaders". These students often accept what is the mode rather than question any policy that might make them unpopular with a group. They used words to describe themselves such as: "passive, shy, quiet, insecure, relate better one-on-one". Thirty-four percent describe themselves as lacking in self discipline, poor self image, lazy or procrastinator. A very small group (7%) described themselves in a very negative manner as "Loud, arrogant, complex, insecure, can't take criticism".

Question 6. How would your instructor describe you? (assertive/passive)?

TABLE 6

Students' perceptions of how instructors view them (in percentages) N=59

Good participant, attends class regularly	36
Patient, quiet, reserved	24
Does not interact in class, frequently absent	27
Starts off well, but loses motivation, needs to study more, has high anxiety	12
Weak in math	7

Most students have perceptions that their teachers have positive views about them. Thirty-six percent (36%) say that their instructors view them as "good class participants", that "attend class regularly". On the other hand 27 percent say that their instructors view them in a negative manner, as a non-participant, that "does not interact in class", is "frequently absent", and has little interest in the class. There are a number of students, (12%) that say that they "Start off well, but lose interest", "have high anxiety" and "need to study more". These students seem to be victims of the "self-fulfilling prophecy" of failure reinforced by failure.

BEST COPY AVAILABLE

Student Responses to Interview

Question 7. Tell me who else is interested in your making passing grades in school and/or in your completing a degree?

TABLE 7

Students' responses to who else is interested in their making passing grades, or in completing a degree.
(in percentages)
N=59

Both parents	46
Mother only	12
Father only	7
Family member other than parent (grand parent, siblings, etc.)	22
Girlfriend, boyfriend, spouse	29
Supervisor or boss	6
Advisor	2
Self only	14

Most students (46%) mentioned "Both parents" as being interested in their success in school and in making passing grades. When only one parent was mentioned "Mother only" was named by 12 percent as opposed to 7 percent saying "Father only". When the extended family is considered, then 65 percent of the students felt that "at least one parent" was interested and 87 percent mentioned a parent or other family members as being interested in them making passing grades. After family 29 percent mentioned "Girlfriend, boyfriend, or spouse" as showing interest in them making passing grades, or completing a degree.

Question 8. Tell me about your study habits. Describe your study environment. Where specifically do you study? When do you study? Who do you study with most of the time? alone? one other person? a group? Do you best study alone? with one other person? a group? How do you study? Approximately how many hours per day do you study? per week?

APPENDIX E (1) (Cont.)

Student Responses to Interview

TABLE 8 (A)

Students' descriptions of their study habits
(in percentages)
N=40

Study habits are not good	42
Can't concentrate	35
Seldom study unless homework is assigned	18
Study while watching TV, or with radio on	5

Most students say that their "Study habits are not good" (42%), and they feel that they "Can't concentrate" (35%). A small percentage of them study while listening to the radio or while watching TV (5%), and 18 % say that they "seldom study unless homework is assigned". None of the students responded that they regularly studied even when there was no homework assigned.

TABLE 8 (B)

Student's description of their study environment
(in percentages)
N=59

Quiet	37
Busy, noisy, with distractions	51
Sometime quiet, sometimes busy or noisy	4
No response	8

Most students describe their study environment as being "Busy, noisy and with distractions" (51%), as opposed to only 37 percent that say that their study environment is "Quiet", and 4 percent say a combination of quiet and noisy.

APPENDIX E (1) (Cont.)

Student Responses to Interview

TABLE 8(C)

Students' responses to where they study
(in percentages)
N=59

Study mostly in the bedroom	58
Home and school library	14
Kitchen or living room	12
No special place	14
At work or at home	3

Most students (58%) mention that they study most often in their "Bedroom" at home. Other parts of the house that are mentioned are the "Kitchen or living room" (12%), "Home and also at the library at school" (14 %). Approximately 84 percent study at home, and only 3 percent studied "At work or at home". Some students have "NO special place to study (14%).

TABLE 8(D)

Students' responses to when they study
(in percentages)
N=59

Late at night	49
Evening	37
Midday	19
Weekends	7
Whenever possible	7
Between classes	3
At work (lunch time)	3

Eighty-six percent of the students say that they study either in the "Evening" (37%) or "Late at night" (49%). Nineteen percent say that they study "Midday"; and 14 percent study only on "weekends" or "Whenever possible". A small percentage study between classes (3%) or at "Work" (3%).

APPENDIX E (1) (Cont.)

Student Responses to Interview

TABLE 8(E)

Who students' say they study with most of the time
(in percentages)
N=59

Alone	83
One other person	8.5
Sometimes alone, sometimes with one other person	8.5

Almost all of the students say that they study alone (83%). None of the students study with a group. But an equal number say that they they study with "One other person", or study "either alone or with one other person"(8.5%).

TABLE 8(F)

Student's responses to how they study best
(in percentages)
N=59

Alone	75
One other person	7
Either alone or with one other person	12
Group	3
Don't know	3

Seventy-five percent of the student say that they study alone best while in Table 8(E) 83% say that they study alone most of the time. Here we also see that 3 percent say they study best with a group but none responded to actually studying with a group in Table 8(E).

APPENDIX E (1) (Cont.)

Student Responses to Interview

TABLE 8(G)

Student's responses to how they study
(in percentages)
N=59

Study with notes	42
Textbook and reviews	36
Highlights	19
Rewrite and review material	17
Mostly cram for exams, or memorize material	10
Tape recorder	3

Most students study by using "Notes" (42%), or by using their "Textbooks and reviews" (36%). Some students use highlights from sections of their books (19%) and 17 percent "Rewrite their notes and use them as a review of the material.

TABLE 8(H)

The number of hours students say they study per week
N=50

	Credits Attempted						
Hours Studied	1-3	4-6	7- 9	10-12	13-15	16-18	Total
0- 4				1		2	3
5- 9	2	2	3	2	1		10
10-14	4	5	5	1	2		17
15-19		2		1			3
20-24		2	2		2		6
25-29			1	1	1		3
30-34							0
35-39	1			1			2
40-44				1	2		3
45 up	1				1	1	3
TOTAL	8	11	11	8	9	3	50

Student Responses to Interview

Most of the data occurs above the diagonal line which corresponds to study hours less than 15; but there is an increase in the number of study hours as the credits attempted increase. A correlation and regression analysis will tell if there is a positive relationship between these two variables.

Question 9. Tell me your reasons for your withdrawal from each course here at Mountain View College.

TABLE 9

Reasons given by students for withdrawal from their classes at Mountain View College (in percentages) N=59

Overload of courses, not able to keep	29
Failed exams, course was too difficult, needed a lower level of class	27
Disliked instructor, disliked course	19
Too many absences, quit attending	10
Poor study habits did not do homework	20
Job, family or personal responsibilities	41
Lost interest in the class	19

Many students said that they withdrew from classes due to a course overload, or because they were not able to keep up with the class (29%); and some said they withdrew because they were failing (27%). The reason given by most students was that they had responsibilities at their job, or with their family or of a personal nature, (41%). Twenty percent of the responses said the withdrawals were due to poor study habits, and 19 percent just "Lost interest".

APPENDIX E (1) (Cont.)

Student Responses to Interview

Question 10. Tell me the reason for each "F" you received here at Mountain View College.

TABLE 10

Reasons given by students for receiving an F grade in their classes at Mountain View College
(in percentages)
N=59

Quit attending class and did not withdraw	51
Course was too difficult, failed exams	25
Course overload	7
Job, family or personal responsibilities	43
Did not study, nor do homework	10
had problems with instructor	3
Wanted to see it through	8
Lost interest	5

A very large percentage of the students (51%) say that they failed courses because they quit attending class and did not withdraw formally. Forty-three percent say that they made F's because of responsibilities at the job, with family, or personal. Twenty-five percent say they failed because the course was too difficult, ten percent failed because they did not study nor do homework; and some had problems with their instructor (3%).

APPENDIX E (1) (Cont.)

Student Responses to Interview

Question 11. Has the withdrawal date been a problem for you? If yes, why?

TABLE 11

Students' responses concerning any problem with the withdrawal date (in percentages) N=58

No	81	
Yes	19	The date is too early, did not know W date or how to find out

Almost all of the students (81%) responded "No" to this question. Of those that said yes, most felt that the date was too early, and a few said they did not know the drop date or how to find out about the drop procedure.

APPENDIX E (1) (Cont.)

Student Responses to Interview

Question 12. How do you rate your skills in reading, writing, and math? Use a scale 1 2 3 4 5 6 with 1 =highest.

TABLE 12

Students' ratings of their skills in reading, writing and mathematics
(in percentages)
N=59

Rating	Reading	Writing	Math
1	14	6	4
2	16	19	9
3	17	24	15
4	41	28	21
5	10	17	26
6	2	6	25
TOTAL	100%	100%	100%
Group Mean	3.23	3.49	3.14
s. deviation	1.71	1.71	1.71
s. error	0.22	0.24	0.24

The average ratings given by the students is highest for writing, next in reading, and lowest in math. However, the ratings seem to be assigned by guessing. If students randomly chose the six numbers 1,2,3,4,5, or 6, then we would expect to have a group mean of 3.5, and a standard deviation of 1.71. The averages for each of the groups are close to 3.5 a test of significance will be used to determine if these differences are significant.

APPENDIX E (1) (Cont.)

Student Responses to Interview

Question 13. Do you use the services provided by the learning skills center?

TABLE 13

Students' responses to whether they use the Learning Skills Center (in percentages) N=59

Yes	38
No	62

A very large percentage of students (62%) say that they do not use the Learning Skills Center (LSC):in spite of the fact that all of these students are termed **Persistent Nonachievers** that certainly could find help in the developmental courses that they are failing, since the LRC is designed to service students deficient in reading, writing, and mathematics.

Question 14. How do you think that Mountain View College could better assist you in making passing grades?

TABLE 14

Comments given by students as to how Mountain View College could better assist them (in percentages) N=59

Plenty of help is available, I just need to apply my self	44
More supportive help	23
Help with study skills	6
Teach test taking skills, time management,	6
Provide career counselling and guidance	2

Most students (44%) responded that "There is plenty of help, I just need to apply myself"; however, a large percentage would like some help and could benefit from counselling.

APPENDIX F

Recommendation Form

Name _____ SSN _____

Counseling Advisor _____ Date _____

Recommendations:

APPENDIX G
PROGRESS NOTES

Student's Name_____

SSN_____

Counselor_____ Date_____

Person Who Referred_____

Summary_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Referrals given:_____

_____

_____

_____

Follow up action to be taken:_____

_____

_____

_____

_____

_____

APPENDIX H

Mountain View College

Letter of Congratulations to Students with 2.0 GPA or above

June 1, 1988

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

@Name @Name1
@Street
@City, @State @Zip

Dear @Name

I am excited to see that you have raised your (GPA) grade point average to 2.0 or higher. Congratulations on your academic progress! I know it took a lot of hard work. Keep it up!

If at any time I can be of assistance, please call me at 333-8542 or 333-8609.

Sincerely,

Kathy Bratton
Counseling Associate

KB/rokm

DALLAS COUNTY
COMMUNITY
COLLEGE
DISTRICT

APPENDIX I (1)

Survey Letter to Students who did not return Spring semester

Mountain View College

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

February 4, 1988

Dear

We have missed you at Mountain View this semester. Is there something we can do to help?

Enclosed, is a short questionaire with a self-addressed envelope. Please take a few minutes to complete and return it. This will help us to help you and future students at Mountain View College.

I'd be happy to talk with you during the semester. My office number is 333-8542. I look forward to hearing from you.

Sincerely,

Kathy Bratton

Kathy Bratton
Counseling Associate

KB/rokm

DALLAS COUNTY
COMMUNITY
COLLEGE
DISTRICT

APPENDIX I (2)
Included with Letter to Students who
did not return Spring semester
SURVEY

INFORMATION SHEET

Name_____

SSN:_____

Address:_____
_____

Sex: Male___ Female___

MARITAL STATUS:
( ) 1.Single
( ) 2.Married
( ) 3.Divorced
Number of children ( )

ETHNIC:
( ) 1. White
( ) 2. Black
( ) 3. Hispanic
( ) 4. Asian
( ) 5. American Indian

High School Diploma ( ) GED ( )
When_____ Where_____

EMPLOYED: ( ) Yes ( ) No
HOURS WORK per week: ( )

ESTIMATED FAMILY INCOME:
( ) less than 8,000 ( ) 20,000-25,000
( ) 8,000-12,000 ( ) more than 25,000
( ) 12,000-20,000 ( ) unknown

Number in household where you are presently living ( )
Are you living with your family? Yes( ) No( )
If yes: ( ) Mother ( ) Father ( ) Both ( ) Relative
If no: ( ) Alone ( ) Other than family ( ) Spouse

Highest educational grade level completed by each parent:
Mother: Elem ( ) High School ( ) College ( )
Father: Elem ( ) High School ( ) College ( )

Do you feel comfortable discussing school problems with you instructor?
Yes ( ) No ( ) How Many? ( ) All ( ) Some ( ) None

APPENDIX I (3)

TABULATIONS OF SURVEY TO PNA's
WHO DID NOT RETURN SPRING SEMESTER 1988

SEX: Male (5)
Female (5)

MARITAL STATUS:
(9) 1. Single
(0) 2. Married
(1) 3. Divorced
Number of children (0)

ETHNIC:
(3) 1. White
(5) 2. Black
(2) 3. Hispanic

High School Diploma: Yes (10)
No (0)

GED: Yes (0)
No (0)

EMPLOYED: Yes (7)
No (3)

HOURS WORKED PER WEEK:

not employed (3)
work less than 5 (0)
5-9 hours (0)
10-14 hours (0)
15-19 hours (0)
20-24 hours (1)
25-29 hours (0)
30-34 hours (0)
40-49 hours (6)
50-59 hours (0)
60 or more hours (0)

APPENDIX 1 (2) (Cont.)
Included with Letter to Students who
did not return Spring semester
SURVEY

INFORMATION SHEET

Listed below are reasons given by Mountain View College students for their low grade point average. Check each item which relates to you.

PREPARATION FOR COLLEGE:

___ 1. high school did not prepare me
___ 2. lacking basic skills in some areas
___ 3. difficulty in certain courses

STUDY SKILLS:

___ 5. poor note taking
___ 6. lost interest
___ 7. can't concentrate
___ 8. poor study habits
___ 9. problem taking test
___10. can't remember what I read
___11. poor time management

DISCIPLINE:

___12. goofed off
___13. lack of motivation
___14. did not attend class
___15. adjustment to college-too much freedom

PERSONAL DIFFICULTIES:

___16. work interferred with study time
___17. family problems
___18. financial difficulties
___19. health problems, myself or family member
___20. emotional problems

COUNSELING:

___21. overload of courses
___22. not sure about educational goals
___23. lack of advisement
___24. wrong course level

OTHER:

___25. quit coming--received "F"/failed to withdraw
___26. _____

What is your reason for not returning to Mountain View College?

_____

_____

_____

_____

APPENDIX I (3) (Cont.)

TABULATIONS OF SURVEY TO PNA's
WHO DID NOT RETURN SPRING SEMESTER 1988

ESTIMATED FAMILY INCOME:

(0) less than 8,000
(0) 8,000-12,000
(2) 12,000-20,000
(3) 20,000-25,000
(3) more than 25,000
(0) unknown
(2) not disclosed

NUMBER IN HOUSEHOLD:

live alone (0)
2 in household (2)
3 in household (3)
4 in household (2)
5 in household (2)
6 in household (1)
7 in household (0)
8 in household (0)
9 in household (0)
10 or more in household (0)

WHO DO YOU LIVE WITH:

Mother (2)
Father (1)
Both Parents (5)
Relative (1)
Live Alone (1)
Other than family (0)
Spouse (0)
Not recorded (0)

HIGHEST GRADE LEVEL OF PARENTS:

Mother	Father
Elem (1)	Elem (1)
H.S. Grad (0)	H.S. Grad (2)
H.S. GED (1)	H.S. GED (1)
Some H.S. (0)	Some H.S. (2)
College Grad (1)	College Grad (3)
Some College (1)	Some College (1)
Unknown (0)	Unknown (0)

Discuss school problems with instructors: Yes (10) No (0)
How Many? All (2) Some (8) None (0)

APPENDIX I (3) (Cont.)

LISTED BELOW ARE REASONS FOR ACADEMIC DIFFICULTY GIVEN
BY STUDENTS WHO DID NOT RETURN TO MVC SPRING SEMESTER 1988

Total number of students who returned survey (10)

The student was instructed to check each item pertaining to them.

PREPARATION FOR COLLEGE:

(1) 1. high school did not prepare me
(2) 2. lacking absic skills in some areas
(6) 3. difficulty in certain courses

STUDY SKILLS:

(3) 4. poor note taking
(4) 5. lost interest
(3) 6. can't concentrate
(5) 7. poor study habits
(2) 8. problem taking test
(1) 9. can't remember what I read
(5) 10. poor time management

DISCIPLINE:

(0) 11. goofed off
(6) 12. lack of motivation
(5) 13. did not attend class
(2) 14. adjustment to college-too much freedom

PERSONAL DIFFICULTIES:

(4) 15. interferred with study time
(4) 16. family problems
(2) 17. financial difficulties
(1) 18. health problems, myself or family member
(3) 19. emotional problems

COUNSELING:

(0) 20. overload of courses
(3) 21. not sure about educational goals
(2) 22. lack of advisement
(1) 23. wrong course level

OTHER:

(4) 24. quit coming--received "F"/failed to withdraw
(1) 25. work schedule changed

APPENDIX I (3) (Cont.)

SUMMARY OF THE SURVEY TO STUDENTS WHO
DID NOT RETURN TO MVC SPRING SEMESTER 1988

10-Total number of students who responded to survey questionnaire
7-Students returned survey questionnaire
3-Students walk-in asking for personal help
14% responded to survey

The demographic statistics are as follows:

An equal number of males and female, five students were black, 3 white and 2 hispanic. All received a diploma from high school, seven of the 10 students are employed; six of the seven employed work 40 hours a week and one works 20 hours per week.

Family income does not appear significant ranging from $12,000 to more than 25,000. The number in household is not significant; out of the 10 students, 5 live with both parents, the other 5 live with mother, father, relative or alone.

When answering the question about parents highest completed grade level, four of the students mother graduated from high school, one from college, one had some college, and one went only through elementary school. Two of the students father graduated from high school, three from college, one had some college and one went only through elementary school.

Five of the students state they can discuss school problems with some of their instructors, two state they can talk to all of their instructors

Reason given for not returning to MVC Spring semester were as follows: Comments are printed as written by students:

1. Need more time to study and complete courses. I am a single parent with a 10 yr. old, having discipline problems and poor grades. Seems as soon as I start to school and stop watching and making sure he's not getting into trouble, he takes a vacation from studying, so I have to stay on top of things with my son. Would like to start a class and finish but I have no help with my son.

2. I was suspended for one semester.

APPENDIX I (3) (Cont.)

SUMMARY OF THE SURVEY TO STUDENTS WHO
DID NOT RETURN TO MVC SPRING SEMESTER 1988

3. I was suspended because I made an "F" in English which brought my grade point average (GPA) down.

4. Suspended

5. I can't receive financial aid therefore, I have to work 40 hours per week and it interferred with my schedule.

6. I wanted to look for a job. I'm discouraged with school. I used to be able to remember and be more interested but now I feel I can't do anything. May be someday I may go back to school but not for a long time.

7. I lost interest in school. I was working two jobs. My choice is to work

8. Suspended.

9. Personal problems (a divorce)

10. I did not return to MVC because I went back to North Texas State. I went to Mountain View for only one semester just to see what it was like to be at home. No problems.

APPENDIX J

Second Letter sent to PNA's enrolled
Spring 88 but not interviewed

Mountain View College

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

January 28, 1988

@Name @Name1
@Street
@City, @State @Zip

Dear @Name:

I missed seeing you last semester and welcome you back to Mountain View College for this Spring semester.

I am continuing to see students on scholastic probation. I ask that you call or come by for an appointment as soon as possible. This assessment is necessary in order to help you improve your academic standing.

Call me today at 333-8542 or 333-8609. I look forward to meeting you.

Cordially,

Kathy Bratton
Counseling Associate

KB/rokm

DALLAS COUNTY
COMMUNITY
COLLEGE
DISTRICT

APPENDIX K
Memorandum to Instructors

Mountain View College
Memorandum

TO: (Instructors Name)

FROM: KATHY BRATTON

DATE: February 18, 1988

SUBJECT: I am working with the grant for Persistent Non-Achievers (those who persist in school but do not make significant progress towards educational goals). Please let me know how this student is progressing. Write a brief note below the students name or call me at extension 8542.

John Smith

APPENDIX L

TRACKING of INITIAL PLACEMENT RECOMMENDATIONS
for PNA's INTERVIEWED (58)
SPRING 1988

	DEVELOPMENTAL READING (DR)		DEVELOPMENTAL WRITING (DW)		DEVELOPMENTAL MATH (DM)	
SUCCESSFULLY COMPLETED	10	17%	4	7%	2	3%
CURRENT COURSE WORK	7	12%	8	14%	14	24%
NOT TAKING RECOMMENDED COURSE WORK	13	22%	19	33%	28	48%
NEVER NEEDED OR SUCCESSFULLY BY-PASSED	23	40%	22	38%	5	9%

	ENGLISH & READING		MATH	
NEEDS ASSESSMENT TESTING	5	9%	9	16%

Two of the 58 students (3%) have successfully completed Developmental Math (DM) recommendations; four (7%) Developmental Writing (DW) and ten (17%) Developmental Reading (DR). A larger percentage (24%) of students (14) are currently taking Developmental Math (DM) as compared to eight (14%) in Developmental Writing (DW) and seven (12%) in Developmental Reading (DR). A greater percentage (48%) are not following Math recommendations as compared to Developmental Writing (DW) (33%) and Developmental Reading (DR) (22%). A total of 14 students needed assessment testing in either Reading or Math.

APPENDIX M (1)

Letter sent with Evaluation Questionnaire

Mountain View College

4849 W. Illinois Av
Dallas, Texas
75211-6599

214-333-8600

April 28, 1988

Dear

We are coming to the end of the Spring semester. It has been an interesting and enlighting year. I have enjoyed very much meeting and talking with you. I have learned from you and hope that I have been of assistance to you in return.

Through my interviews I found that many of you share common problems in your adjustments to college: time management (difficulity juggling work hours and school hours and still find time for study), reading comprehension, test taking skills, goal setting, and the need to learn good study skills. We are planning new ways to help you improve these skills.

In order for me to serve you better, I am requesting that you complete the enclosed evaluation form. Either mail it in or bring it by the counseling center by May 12, 1988, the sooner the better. There will be a drop-box at the reception desk for you to return this form.

It is very important that I receive the completed evaluation from you. Please know I am here for you and I'm genuinely interested in helping you. Call me anytime at 333-8542. Have a good summer!

Sincerely,

Kathy Bratton
Counseling Associate

KB/rokm

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

APPENDIX M (2)

Evaluation Questionnaire

EVALUATION
FOR PROBATION STUDENTS

NAME_____
SEMESTER_____
PHONE: Home_____
Work_____

1. Was our advisement interview helpful? Why or Why not?_____

_____

_____

2. Would more personal contact have been helpful?

Yes_____ If yes:
How Frequently?_____

No_____

3. How many times did you talk with me (no matter how brief) either by phone or personal contact? In person contact____ Phone contact____

4. Which of the recommendations did you use this semester?

_____ Assistance at the Learning Skills Center
_____ Tutor for Math, Accounting, or Computer Science at LSC
_____ Career Counseling Advisement
_____ "Discover" Computer Interest Evaluation
_____ English or Math Assessment
_____ Assistance with Course Selection
_____ Involvement in a Student Social Organization/Activity
_____ Periodic Follow-Up Conferences with Advisor
_____ Checked my Academic Progress with my Instructor
_____ Financial Assistance
_____ Use of the Library
_____ Attended a Guest Lecture at Mountain View College
_____ Other: Explain_____

5. To improve your success as a student, which of the following formats would appeal to you?

_____ 3 hour credit study skills course
_____ 1 hour credit study skills course
_____ guided self study program
_____ a one time "success workshop" session (2 hours including orientation, description of on campus resources, and developing your own success plan.)

6. If you dropped a course(s) during the semester explain why.

_____

_____

7. What are your plans for school fall semester?

_____ Attend Mountain View College
_____ Attend another college
_____ Not attend college
_____ Work full or part-time

PLEASE RETURN TO COUNSELING CENTER, THANK YOU

APPENDIX M (3) (Cont.)

EVALUATION FORM TABULATIONS
N=15

NAME_____
SEMESTER SPRING 1988
PHONE: Home_____
Work_____

1. Was our advisement interview helpful? Why or Why not?_____
14 YES 1 NO ADDITIONAL COMMENTS ON NEXT PAGE

2. Would more personal contact have been helpful?

Yes 8 If yes:
How Frequently?_____
No 7 ADDITIONAL COMMENTS ON NEXT PAGE

3. How many times did you talk with me (no matter how brief) either by phone or personal contact? In person contact 1-10 Times Average 3 Phone contact 1-3 Times Average 2

4. Which of the recommendations did you use this semester?
*ALL STUEDNTS CHECKED ONE OR MORE

3 Assistance at the Learning Skills Center
1 Tutor for Math, Accounting, or Computer Science at LSC
2 Career Counseling Advisement
2 "Discover" Computer Interest Evaluation
0 English or Math Assessment
3 Assistance with Course Selection
0 Involvement in a Student Social Organization/Activity
5 Periodic Follow-Up Conferences with Advisor
6 Checked my Academic Progress with my Instructor
0 Financial Assistance
7 Use of the Library
4 Attended a Guest Lecture at Mountain View College
2 Other: Explain Learning to say "no" to my supervisor
Lessen my course load

5. To improve your success as a student, which of the following formats would appeal to you?

7 3 hour credit study skills course
3 1 hour credit study skills course
3 guided self study program
2 a one time "success workshop" session (2 hours including orientation, description of on campus resources, and developing your own success plan.)

APPENDIX M (3) (Cont.)

EVALUATION REPLIES FOR PNA's

*NOTE: Students' comments have been reproduced exactly as they were written

1. Was our advisement interview helpful? Why or Why not?

--Yes, because you showed me things about myself that I was not aware of.

--Yes, very helpful. It helped me a lot and I learned that the person had belief and faith in wanting to help me which makes me feel good.

--Yes, because she was helpful

--Yes, it was helpful because I appreciate someone being concerned about me. I only regret it when I may let them down. I'm sorry, I just got real depressed about this semester.

--Yes, it showed me things of increasing study habits, management of study time and better reading habits.

--Yes, it was very helpful

--Yes, it was. But I still have a long way to go to build up my self-esteem and shyness. I did feel that the interview was helpful.

--Yes it was, because it gave me hope to stay in school.

--Yes. I feel as though Mrs. Bratton really cares about me and rather or not I succeed in life.

--Yes. It helped me choose my courses better.

--Yes. Kathy was very understanding and helpful in making me realize that I was overloading myself with to heavy of a schedule to apply myself in all of my classes.

--Yes the interview was. The interview was helpful in more than one way. To understand the importance of making better grades.

--Yes it helped me plan more effectively

--Yes it helped me with my problems with coping with college classes.

--Only one student did not comment on the returned evaluations.

APPENDIX M (3) (Cont.)

EVALUATION REPLIES FOR PNA's

*NOTE: Students comments have been reproduced exactly as they were written

2. Would more personal contact have been helpful? Yes _____ No_____

If yes: How Frequently?

--Yes, I may have had a problem at that time, and you could have helped me with it.

--Yes, if I would have went more maybe

--Yes, at least two times a month

--Yes, not sure

--Yes, at least twice a month

--Yes, may be once a month

--Yes, at least two or three times a week

--Yes, (student did not indicate how frequently)

--One student replied- "It was about right (3 times a semester)."

--Seven students marked "no" to the question

6. If you dropped a course(s) during the semester explain why.

--My job demanded too much of my time

--Once again I didn't do as well as I thought in Algebra. I'll one day learn to drop a class when I'm in trouble instead of sticking it out

--Dropped computer course because teacher's attitude toward students was very negative

--I dropped Math 091 because it was taking time away from my other classes

--My boyfriends mother died and I didn't have the time to study like I should

--Didn't understand the concept of the course. Lack of understanding. Course was not in degree plan.

--English, because I felt that if by the time the drop date came and my grades were not up, I would drop the class

--I had low test scores. Will be taking during Summer II